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ABSTRACT

School leadership based on business and effective school models has failed to meet two fundamental tests in recent decades: that it successfully promote organizational improvement and that it be sustainable for the leaders themselves. This book posits a new three-dimensional model more appropriate for the public-school environment. The first dimension, the Relational, fosters mutual openness, trust, and affirmation sufficient for the players to influence and be influenced willingly by each other. The second dimension, the Purposive, marries individual commitment and organizational purposes that are deemed morally beneficial by the membership. The third dimension, the Action-in-Common, nurtures a shared belief, reinforced by shared experience and action, that together the group or organization can act to accomplish goals more successfully than individuals can alone. Also explored are activities central to leadership practice such as putting relationships at the center of one's work and blending learning with action, the prospects for principals and teacher leaders engaging in these activities, and the skills, knowledge, and personal qualities that are important to success. Leaders and core activities they engage in to "grow leadership" in their schools are discussed. (Contains 170 references.) (RT)

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